

**THE EFFECT OF USING PREVIEW, QUESTION, READ, STATE,  
TEST (PQRST) METHOD TOWARD STUDENTS' READING  
COMPREHENSION OF THE FIRST YEAR STUDENTS AT  
ISLAMIC SENIOR HIGH SCHOOL BABUSSALAM  
BOARDING SCHOOL PEKANBARU**



**By**

**WIDIYA TRI RAHAYU**

**NIM. 10814001794**

**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM  
IAIU  
PEKANBARU  
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(S.Pd)



By

**WIDIYA TRI RAHAYU**

**NIM. 10814001794**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM  
IAIU  
PEKANBARU  
1433 H/2012 M**



## SUPERVISOR APPROVAL

The thesis entitled “*The Effect of Using Preview, Question, Read, State, Test (PQRST) Method toward Students’ Reading Comprehension of the First Year Students at Islamic Senior High School Babussalam Boarding School Pekanbaru*” is written by Widiya Tri Rahayu NIM. 10814001794. It is accepted and approved to be examined in the meeting of the final Examination Committee of Undergraduate Degree at Education and Teacher Training Faculty of State Islamic University of Sultan SyarifKasim Riau, to fulfill a requirement for getting undergraduate degree (S.Pd.) in English Education.

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Approved by

The Chairperson of English  
Education Department

Supervisor

Dr. Hj. Zulhidah, M.Pd.

Harum Natasha, M.Pd.

## EXAMINER APPROVAL

The thesis entitled “*The Effect of Using Preview, Question, Read, State, Test (PQRST) Method toward Students’ Reading Comprehension of the First Year Students at Islamic Senior High School Babussalam Boarding School Pekanbaru*” is written by Widiya Tri Rahayu NIM. 10814001794. It has been approved and examined in the final examination committee of Undergraduate Degree on Sya’ban, 20<sup>th</sup> 1433 H/July, 10<sup>th</sup> 2012 M at Faculty of Education and Teacher Training of State Islamic University of Sultan SyarifKasim Riau as one of requirements for Undergraduate Degree (S.Pd) in English Education.

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July, 30<sup>th</sup> 2012 M

Examination Committee

Chairperson

Secretary

Dr. Hj. Helmiati, M.Ag.

Dr. Hj. Zulhidah, M.Pd.

Examiner I

Examiner II

YasirAmri, S.Pd.I.,M.Pd.

RiriFauzana, S.Pd., M.Sc.

Dean

Faculty of Education and Teacher Training

Dr. Hj. Helmiati, M.Ag.

NIP. 197002221997032001

## ABSTRAK

**Widiya Tri Rahayu (2012). Pengaruh dari Penggunaan Metode PQRST Terhadap Pemahaman Bacaan Siswa Tahun Pertama di Sekolah Menengah Atas Pesantren Babussalam.**

Berdasarkan studi pendahuluan penulis, ditemukan bahwa siswa belum mampu memahami bacaan dalam buku teks pelajaran di sekolah. Masalah ini disebabkan oleh beberapa faktor. Misalnya sebagian siswa memiliki kesulitan dalam menemukan ide pokok dari teks bacaan dan memiliki kesulitan dalam menganalisis teks bacaan. Jadi, penulis tertarik untuk melakukan penelitian tentang masalah tersebut.

Penelitian ini dilakukan di Sekolah Menengah Atas Pesantren Babussalam Pekanbaru. Subjek dari penelitian ini adalah siswa tahun pertama Sekolah Menengah Atas Pesantren Babussalam Pekanbaru dan objek dari penelitian ini adalah pengaruh metode PQRST terhadap pemahaman bacaan siswa. Ada pun jenis penelitiannya adalah *Quasi-Experiment*.

Populasi dari penelitian ini adalah seluruh siswa tahun kedua. Keseluruhan jumlah dari populasi adalah 106 siswa. Dikarenakan jumlah populasinya sangat besar, penulis menggunakan teknik *cluster random sampling* dengan mengambil 2 kelas sebagai sampel; X1 yang terdiri dari 34 orang siswa sebagai kelas control dan X3 yang terdiri dari 34 orang siswa sebagai kelas eksperimen. Jadi, jumlah sampel dari kedua kelas adalah 67 orang siswa. Untuk menganalisisnya, penulis menggunakan *independent sample t-test* dengan menggunakan software SPSS 16.

Setelah menganalisa data, penulis menemukan ada pengaruh yang signifikan dari metode PQRST terhadap pemahaman bacaan siswa tahun pertama Sekolah Menengah Atas Pesantren Babussalam Pekanbaru, di mana  $t_o$  menunjukkan 3,101. Pada level signifikan 5% bernilai 2,00 dan pada level signifikan 1% bernilai 2,65. Maka, null hipotesis ( $H_o$ ) ditolak dan alternative hipotesis ( $H_a$ ) di terima, ditunjukkan dengan  $2,00 < 3,101 > 2,65$ .

## **ABSTRACT**

**Widiya Tri Rahayu (2012). The Effect of Using Preview, Question, Read, State, Test (PQRST) Method Toward Students' Reading Comprehension of the First Year Students at Islamic Senior High School Babussalam Boarding School.**

Based on the writer's preliminary study, it was found that the students could not comprehend the meaning of the text in their text book at the school. This problem was caused by some factors. For example, some of the students had difficulties in getting idea from the reading text and had difficulties analyzing the reading text. So, the writer was interested in carrying out the research about this problem.

The research was administered at Islamic Senior High School Babussalam Boarding School Pekanbaru. The subject of the research was the first year students of Itate Senior High School Babussakam Boarding School Pekanbaru and the object of the research was the effect of using PQRST Method toward reading comprehension in descriptive text. The design of the research was Quasi-Experimental research.

The population of this research was all of the first year students. The total number of population was 106 students. Because the number of population was large, the writer used cluster random sampling by taking two classes for sample; X.1 consisted of 34 students as control class and X.3 consisted of 33 students as experimental class, so the total number of the sample was 67 students. To analyze the data, the writer adopted independent sample t-test formula by using SPSS 16 Software.

After analyzing the data, the writer found that there is significant effect of using PQRST Method toward the reading comprehension of the first year students at Islamic Senior High School Babussalam Boarding School where  $t_0$  shows 3,101. The significant level of 5% is 2,00 and the significant level of 1% is 2,65. Thus, null hypothesis ( $H_0$ ) is rejected and alternative hypothesis is accepted ( $H_a$ ) which is shown as  $2,00 < 3,101 > 2,65$ .

ودي تري راهايو (2012): تأثير إستخدام طريقة PQRST إلى فهم الطلاب في القراءة لطلبة الصف  
عالية بمعهد بابالس .

كشف الباحث أن الطلاب لا يفهمون معاني النصوص في كتبهم بناء على الدراسة الأولية التي أداها  
الباحث، وتأتي هذه المشكلات ببعض العوامل منها: بعض الطلاب لديهم صعوبة في العثور على الفكرة الرئيسية  
يجدون صعوبة في تحليل النص قراءة. ومع ذلك رغب الباحث في أداء هذا

انعتقد هذا البحث با . عالية بمعهد بابالس . الهدف لهذا البحث طلبة الصف الأول  
عالية بمعهد بابالس باكن باروو بينما الهدف في هذا البحث تأثير إستخدام طريقة PQRST  
فهم الطلاب في القراءة. وعرض هذا البحث بشبه التجربة.

الأفراد في هذا البحث جميع طلبة الصف الأول و مجموع العينات في هذا البحث نحو 106  
بسبب عدد سكانها الكبير استخدام عينة عشوائية عنقودية تقنية من خلال اتخاذ تقنيتين في العينة X1 :  
يتألف من 34 طالبا كطبقة السيطرة، والطبقة X3 34 عينات منهناتين  
الطبقتين هو 67 . و في تحليل البيانات استخدم الباحث عينة مستقلة ت-

استتببط الباحث مبنيا على تحليل البيانات أن هناك اثرا هاما من تأثير إستخدام طريقة PQRST  
فهم الطلاب في القراءة لطلبة الصف عالية بمعهد بابالس .  
3.101 5% الجدير 2.00 وكبير في مستوى 1% 2.65



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## CHAPTER I

### THE INTRODUCTION

#### A. The Background of the Problem

Reading is an important way to get the information. As a Moslem, Allah has commanded us to read as the first thing to do. Al Quran at Al Alaq<sup>1</sup> said *iqra* means read. It means as learners we have to read a lot to get information and islam has already asked us to read a lot to get the knowledge in the world. It means that reading is the basic skill that we have to be mastered.

Reading is multifaceted process involving word recognition, comprehension, fluency and motivation. According to Neil Anderson in David Nunan one of the goals in reading is comprehension<sup>2</sup>. So that comprehension is very important part in reading to check our goal in reading.

Karen said that comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading<sup>3</sup>.

In improving the reading comprehension we need method to increase it. Rick said that PQRS method is the method to increase the comprehension. PQRS stands for Preview to identify the main parts, Question, develop question to which you want to find, Read the material, State or summarize the central idea

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<sup>1</sup>YayasanPentelengaraPenerjemah Al Quran, *Al Quran danterjemahanya*. (Jakarta Pusat: Pena PundiAksara, 2002), pp 598

<sup>2</sup> David Nunan, *Practical English Language Teaching*. ( New York: McGraw Hill, 2003), pp 68

<sup>3</sup>Tanker sey, Karen.*Literacy Strategies for Grade 4-12 Reinforcing the Threads of Reading* . ( USA: Assosiation for Supervision and Curriculum Department 1952) pp 108

or theme, Test yourself by answering the question<sup>4</sup>. The writer chooses this method because the writer wants to increase the students' comprehension at the first year students' at Islamic Senior High School Babussalam Pekanbaru.

Islamic Senior High School Babussalam Pekanbaru is one of school that also uses (KTSP) or school based curriculum as its guidance in teaching learning process. In this school, the basic competence stated in the syllabus is that students are able to get the information from recount, narrative, procedure, news item and descriptive text.<sup>5</sup> Based on preliminary observation that was done during teaching practice, reading has been taught, and the method that used by the teacher was the teacher pointed one of the students to read a whole paragraph and followed by the others after finished, the teacher asked the students to translate the reading text and the last they answer the question given. However, in reality, the results of their reading comprehension are still far from expectation of standard given. The standard is 75. Actually, lots of the students that learn English are interested in reading text, but some of them cannot understand and express what they have read. As a result, the comprehension of the students in reading is still far from the curriculum standard. It can be seen from the phenomena above:

- a. Some of the students have difficulties in finding the background information.
- b. Some of the students have difficulties to identify the main ideas of the text in descriptive text.

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<sup>4</sup> Rick Wormeli, *Summarization in Every Subject*. (Virginia: Association of Supervision Development Curriculum, 2005) pp 131

<sup>5</sup> Zamharil, S.Pd, *Silabus Bahasa Inggris SMA Babussalam Pekanbaru 2011-2012*, (unpublished)

- c. Some of the students still have difficulties in analyzing the thesis statement in descriptive text.
- d. The students lack of motivation in studying reading text.

Based on the phenomena above the writer is interested in conducting the research paper entitled “THE EFFECT OF USING PREVIEW, QUESTION, READ, STATE, TEST (PQRST) METHOD TOWARD STUDENTS’ READING COMPREHENSION OF THE FIRST YEAR STUDENTS AT ISLAMIC SENIOR HIGH SCHOOL BABUSSALAM BOARDING SCHOOL”

## **B. The Definition of the Term**

### **1. PQRST method**

PQRST is an acronym for **P**review, **Q**uestion, **R**ead, **S**ummary, and **T**est.

This method prioritizes the information in a way that relates directly to how they will be asked to use that information in an exam<sup>6</sup>. It allows a student to focus on studying and allows them to correlate the information to how it is going to be used on the test.

### **2. Reading comprehension**

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language<sup>7</sup>. It means that reading comprehension is defined as the level of understanding of a text. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text.

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<sup>6</sup>Cohn, Marvin (1979). *Helping Your Teen-age Student: What Parents Can Do to Improve Reading and Study Skills*, retrieved at July 14<sup>th</sup> 2012 21:00

<sup>7</sup> Ibid pp. 108

## **C. The Problem**

### **1. The Identification of the Problem**

Based on the background explanation and the phenomena of reading comprehension that happen at First Year of Islamic Senior High School Babussalam Pekanbaru, the identification are as follows:

- a. To what extend does the students understand the descriptive text?
- b. Why do some of the students still have difficulties in identifying the main topic in descriptive text?
- c. Why do some of the students have the difficulties in analyzing background information in descriptive text?
- d. Why some of students cannot answer the particular things such as place, things and person?
- e. Why do some the students have difficulties in finding thesis statement in descriptive text?
- f. Does PQRS method influence students' reading comprehension at First Year Islamic Senior High School Babussalam Pekanbaru?
- g. How is students' reading comprehension after being taught by using PQRS method?

### **2. The Limitation of the Problem**

The writer does not study about all the problems above, the study of this research only focuses on the effect of PQRS method toward students' reading comprehension. The text is descriptive text. It is applied at the first year of Islamic Senior High School Babussalam Pekanbaru.



### **3. The Formulation of the Problem**

The problem of this research is formulated in the following questions:

- a. How is the students' reading comprehension in descriptive text which is taught by using PQRS Method?
- b. How is the students' reading comprehension in descriptive text which is taught by using conventional method?
- c. Is there any significant difference of students' reading comprehension in descriptive text which is taught by using PQRS Method and which is taught by using conventional method?

### **D. The Objectives of the Research**

- a. To describe the students' reading comprehension in descriptive text by using PQRS Method.
- b. To describe the students' reading comprehension in descriptive text by using conventional method.
- c. To describe the significant difference of students' reading comprehension in descriptive text which is taught by using PQRS Method and which is taught by using conventional method.

### **E. The Significance of the Research**

The research activity is significantly carried out to the following needs, are as follows:

1. To give some information to the teacher and the school about the effect of PQIRST method toward students' ability in reading comprehension.
2. To give some contributions to the students in order to improve students ability in reading comprehension.
3. To enhance the writers' knowledge about teaching reading comprehension by using PQIRST method.

## CHAPTER II

### THEORITICAL FRAMEWORK

#### A. Review of Related Literature

Reading is very important to do and it is very crucial in the field of English especially when we study about language. By reading we can get information and knowledge. There is much knowledge about language that we can get from reading. Harmer said that reading provide opportunities to study language: vocabulary, grammar, punctuation, the way we construct sentences, paragraphs and texts<sup>1</sup>. It means that by reading we concern in many aspects of language and we also can find out the knowledge about language and its rules.

As a learner we have to mastered in reading according to Nunan, reading is an essential skill for learners of English as a second language. For most of the learners it is the most important to master in order to ensure success not only in learning English but also in learning any content class where reading in English is required<sup>2</sup>. In addition, we as the second language learners have to know that reading is the basic skill that we have to master because reading influence as much aspect in language.

According to Kalayo, reading is an activity with a purpose. A person may read in order to gain information, for enjoyment, to enhance knowledge of the language being read. The purpose of the reading also determines appropriate approach to reading comprehension<sup>3</sup>. It means that reading needs to be conducted

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<sup>1</sup> Jeremy Harmer, *How to Teach English*, ( England: Longman, 1998)pp 68

<sup>2</sup> David Nunan, *Praktical English Language Teaching*, ( Singapore: McGraw Hill, 2003) pp 69

<sup>3</sup>KalayoHasibuan and Muhammad FauzanAnsyari, *Teaching English as the Foreign Language*, (Pekanbaru: Alaf Riau Graha UNRI Press,2007) pp 114

in order to enrich the information and knowledge and also it can decrease stress because when we read, it can pleasure the reader and make them enjoy.

Reading can be easier to do if we do it as a pleasure activity. It is supported by Betarcice who argued that reading for pleasure can improve vocabulary, increase reading speed, improve reading comprehension, give us a chance to gain more knowledge<sup>4</sup>.

According to Karen, she said that comprehension is a process, not a product. Readers filter understanding through the lens of their motivation, knowledge, cognitive ability, and experiences. Effective readers have a purpose for reading, and use their background knowledge and experiences to relate the text: we do not comprehend unless we draw connection between what we read and our background knowledge. words have to be processed at the thinking level before comprehension can take place<sup>5</sup>. In other words it can be said that reading comprehension need good background knowledge and experiences about the topic that we read in order to make good comprehension.

Hirai stated that comprehension means that we learn to read. Learning to read is entirely different. Both learning to read and reading to learn is essential, but reading to learn is the ultimate goal, particularly for content area instruction<sup>6</sup>. It means that the comprehension is one of the ways to learn reading.

According to Irwin comprehension consist of five processes as follows:<sup>7</sup>

1. microprocesses

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<sup>4</sup>Betrice S Mikulecky. *More Reding Power*. (USA:Wesley Publishing Company. 1996) pp

<sup>7</sup>  
<sup>5</sup> Tanker Say Karen .loc.cit p 108

<sup>6</sup> Debora L Cook Hirai, et al. *Academic Language Literacy Strategies Adolescents: a "how to" Manual for Educators*.(New York: Routledge.2010:pp 91

<sup>7</sup> Judith Wastpall Irwin. *Teaching Reading Comprehension Process*. (New Jersey: Prentice Hall.1986) pp 3

The reader first task is to drive meaning from the individual idea units in each sentence and to decide which of these ideas to remember. Two processing skills are required to group words into meaningful phrases the first is the ability to group words into meaningful phrases. The second major skills required for microprocessing is the ability to select what idea units to remember.

## 2. Integrative processes

Readers can recall what they read only if the individual ideas are connected into a coherent whole. Interrogative processes require the ability to do such things as identifying pronoun referents, inferring causation and sequence, and making other relevant inferences about the total situation being described.

## 3. Macroprocesses

Ideas are connected and retained in memory more effectively if they are organized around on overall organizational pattern. At least two skills necessary for macroprocessing the first is the ability to select the general ideas and to summarize the passage. The second is the ability to use the author's general organizational pattern to organize one's own memory representation.

## 4. Elaborative Processes

Elaborative processes are the processes of making inferences not necessarily intended by the author. Elaborative processes can help us to recall the text. It is important to note that the elaborations must have some relationship to the text.

## 5. Metacognitive processes

Metacognitive processes are the process of adjusting one's strategies to control comprehension and long term recall. There are some common skills in

metacognitive process such as rehearsing, reviewing, underlining, and note taking are the metacognitive processing that facilitate remembering.

It means that in comprehension, the readers have to be able to take the idea in the text given to remember. Then, they have to recall the reading and to identify the pronoun, inferring and making inferences. After that, students have to be able to organize the pattern and the function is to select the general ideas and to summarize the passage. And the last is the students have to be able to rehearse, review, underline, and take a note in reading.

According to Nunan, teaching reading usually has at least two aspects. First, it can be referred to teaching learners who are learning to read for the first time. The second aspect of teaching reading refers to teaching learners who already have reading skills in their first language<sup>8</sup>.

According to Harmer, he said that there are five principles behind teaching reading, they are as follows<sup>9</sup>:

1. Reading is not passive skills

It means that reading is an active process. To do it successfully we have to understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if we agree with them. If we do not do the things, and if the students do not do these things then we only just scratch the surface of the text and we quickly forget it. It means that in reading the text we need to pay attention in many aspects and we have to try to understand them all to make us understand well about the reading itself and make us remember it for long period of time.

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68 <sup>8</sup> David Nunan. *Praktical English Language Teaching* ( Singapore:McGraw Hill.2003 )pp

<sup>9</sup> Jeremy Harmer, *How to Teach English* (England: Longman, 1998) pp70

## 2. Students need to be engaged with what they are reading

Students who are not engaged for the reading texts, are not actively interested in what they are doing, are less likely to benefit from it when they are really fire up by the topic or the tasks; they get much more from what is in front of them. It means that if the students have no interest in the topic given in reading they will get nothing from it, but if they get something interesting in a topic given, they will get more than what we expect.

3. Students should be encouraged to respond to the content of a reading text not just to the language.

It is important to study reading text for the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But, the meaning, the message of the text is just important and we must give students a chance to respond to that message in some ways. It means that as a teacher; have to give a chance to our students to express their idea after reading the text according to their understanding about the text given. Try to invite them to respond about the topic.

## 4. Prediction is a major factor in reading

When we read text in our language, we frequently have a good idea of the content before we actually read. Book cover gives us a hint about the content of the book. In this case our brain starts predicting what we are going to read. Expectation is set up and the active process for reading is ready to begin. Teachers should give students to hint so that they can predict what the content of the topic. Here, as a teacher we have to give the warming up first before going to the lesson discussed and it is better for us to give them the text that familiar for

them so that the students can predict the text content. Here we have to note that prediction is important in reading.

### 5. Match the Task to the Topic

Once a decision has been taken about what reading text the students are going to read, we need to choose a right reading task, the right kind of question, engaging the useful puzzle. The most interesting text can be undermined by asking boring and inappropriate question. The most commonplace passage can be made really exciting with imaginative and challenging task.

According to Carrel 1983, Carrel and Connor 1991 in Nunan said that there are three principles in teaching reading they are<sup>10</sup>:

#### 1. Exploit the Reader's Background Knowledge

A reader's background knowledge can influence reading comprehension. Background knowledge includes all of the experiences that a reader brings to the text: life experiences, knowledge of how text can be organized rhetorically, knowledge of how language first work, knowledge of how the second language works, and cultural background and knowledge.

#### 2. Build a Strong Vocabulary Base

He said that basic vocabulary should be effectively taught to effectively guess the meaning of less frequent vocabulary.

#### 3. Teach for Comprehension

Monitoring comprehension is essential to successful reading. Part of monitoring process includes verifying that the prediction being made is correct

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<sup>10</sup> David Nunan, *Praktical English Language Teaching* ( Singapore: McGraw Hill:2003) pp.74



and checking that the reader is making the necessary adjustment when meaning is not obtained.

In addition, in principles of teaching reading, we have to concern to several aspects that allow the students to become successful readers. Background knowledge is important used by the students to make a good comprehension; prediction is also common use when the students read a book, because by using prediction at least the students know what the book will be discussed about. Vocabularies are also taking a big part in successful reading because we need lot vocabularies to be master in it.

Moreover Brown states there is two kinds of skill that must be mastered on reading comprehension<sup>11</sup>:

### **1. Microskills**

- a. Discriminate among the distinctive graphemes and orthographic patterns of English
- b. Retain chunks of language of different lengths in short-term memory
- c. Process writing at an efficient rate of speed to suit the purpose
- d. Recognize a core of words, and interpret word order patterns and their significance
- e. Recognize grammatical word classes (nouns, verbs, etc.) system (e.g, tense, agreement, pluralization), patterns, rules, and elliptical forms
- f. Recognize that a particular meaning may be expressed in different grammatical forms

### **2. Macroskills**

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<sup>11</sup>H Douglas Brown. *Teaching By Principles An Interactive Approach To Language Pedagogy*. ( New York: San Fransisco State University, 2004), p. 367

a. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

b. Recognize the rhetorical forms of written discourse and their significance for interpretation.

c. Recognize the communicative functions of written texts, according to form and purpose.

d. Infer context that is not explicit by using background knowledge.

e. Infer links and connections between events, ideas, etc. ; deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

f. Distinguish between literal and implied meanings.

g. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

h. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

From the explanation above, we can conclude that reading comprehension is the way to get the information from many sides from written texts. Understanding the reading contents based on the background knowledge and we have to be able to interpret the reading content

## **B. The Concept of Reading Comprehension**

Reading comprehension is the main purpose of reading activity. All readers of course intend to have connection to the material that they read. But of

course the process of reading comprehension is also complex and it needs time for a reader to acquire the meaning of a reading material. Comprehension is an active process to which each reader brings his or her individual attitudes, interest, expectation, skills and prior knowledge.<sup>12</sup> While Durkin in Tankersley points out that comprehension is drawing meaning from words; it is the “essence of reading”.<sup>13</sup> Moreover Tankersley also states that comprehension is a process not product. Reader filters understanding through the lens of their motivation, their knowledge, cognitive abilities and experience.<sup>14</sup>

It is clear that comprehension is the main goal of reading. Comprehension includes constructing meaning and understanding from reading materials to the readers. Without having any sense of understanding a reading material, a reader cannot be said to have the level of comprehension and comprehension is influenced by the readers’ motivation, knowledge, cognitive abilities, and experience. Dorn and Soffos says that comprehending involves interpreting and synthesizing ideas in ways that influence the reader’s mind.<sup>15</sup> A good reader will integrate four types of knowledges to expand their reading comprehension. They are as follows<sup>16</sup> :

- a. Generic knowledge : Generic knowledge is the reader’s background information. It is cognitive information that the reader activates to construct meaning from the text.

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<sup>12</sup>Judith Westphal Irwin. *Teaching Reading Process*. (California: Prentice-Hall, 1986), p.

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<sup>13</sup>Karen Tankersley. *Op Cit.*, p 108

<sup>14</sup>*Ibid*

<sup>15</sup>Linda J. Dorn and Carla Soffos. *Teaching for Deep Comprehension: A Reading Workshop Approach*. (Portland: Stenhouse Publisher, 2005), p. 14

<sup>16</sup>*Ibid*

- b. Text knowledge : Text knowledge relates to the precise message of the text including the content knowledge, vocabulary meanings and text structures.
- c. Strategic knowledge : Strategic knowledge is the readers' knowledge of specific strategies for problem solving, including cognitive strategy for sustaining and expanding the meaning of a text.
- d. Reflective knowledge : Reflective knowledge is the mind's ability to think abstractly. It involves thinking beyond the text.

According to Israel reading comprehension is a complex process that is difficult to define, much less teach and assess.<sup>17</sup> Reading comprehension is also a complex cognitive process.<sup>18</sup> While Rand Corporation in Tankersley states that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.<sup>19</sup> Based on the explanation above, the writer then conclude that when the reading comprehension happens, there is connection between the reader and the reading material, because the reader will connect their background knowledge and the new information from the text. Reading comprehension can also be called as a complex cognitive process for every reader.

According to Tankersley reading comprehension is influenced by four main factors. They are as follows:<sup>20</sup>

- a. Command on the linguistic structure of the text,

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<sup>17</sup>Susan E. Israel. *Metacognition in Literacy Learning: Theory, Assessment, Instruction and Professional Development*. (Taylor & Francis e- Library: Laurence Erlbaum Associates, 2008), p 21

<sup>18</sup>*Ibid*, p 22

<sup>19</sup>Karen, Tankersley, *Op Cit* p., 108

<sup>20</sup>*Ibid* p., 108-109

- b. Adequate the vocabulary in content area,
- c. Degree of metacognitive control of the text and,
- d. Adequate domain knowledge.

The readers also use the knowledge, skills, and strategies to determine what the meaning is. Reader knowledge, skills and strategies include: <sup>21</sup>

- a. Linguistic competence : the ability to recognize the element of writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.
- b. Discourse competence : knowledge of discourse markers and how they connect parts of the text to one another.
- c. Sociolinguistic competence : knowledge of different types of the texts and their usual structure and content.
- d. Strategic competence : the ability to use top-down strategies as well as knowledge of the language.

Reading comprehension is not as simple process, though. There are many processes that must be passed by a reader in order to reach the comprehension itself and be an effective reader.

Good effective readers will make connection between their background knowledge and the new information. They also need to monitor their

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<sup>21</sup>KalayoHasibuan and Muhammad FauzanAnsyari.*Teaching English as a Foreign Language*. (Pekanbaru: Alaf Riau Graha, 2007), p. 115

comprehension, make inference, use prediction and also visualize the information in the text.<sup>22</sup>

### **C. The Indicators of reading comprehension.**

From the explanation above the writer can conclude that the indicators of reading comprehension are as follows:

1. The students are able to find main idea
2. The students are able to enlarge the vocabulary
3. The students are able to find the inference
4. The students are able to find reference
5. The students are able to find the factual information

### **C. Preview, Question, Read, State, Test (PQRST) Method**

According to Petterson<sup>23</sup> one of the best known method is PQRST , for improving memory from reading is called PQRST method (Preview, Question, Read, Self-recitation, and Test). The method is intended to improve the student's ability and remember materials presented in the textbooks. In the first step the students preview the chapter in hand to get an idea of its topic and section, reading the chapter outlines, the section headings and the summary. The second third and fourth stages apply to each section. The PQRST method relies on the three basic principles in improving memory they are:

1. Organizing the materials
2. Elaborating the materials

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<sup>22</sup>Karen Tankersley. *Op Cit.*, p. 91

<sup>23</sup> Rune Petterson, *Information Design an Introduction* ( Netherlands: Jhon Benjamin Publishing Co.2002) p. 242

### 3. Practicing retrieval

Wormeli also stated that PQIRST method is for reading comprehension.

He said that PQIRST stands for:

P- *Preview* the main parts

Q- Develop *question* to which you want to answer

R- *Read* the material, twice if possible

S- *State* the central idea or theme

T- *Test* yourself by answering the question.

The P and Q portion creates the anticipation guide and prime the brain for what is to come. Although reading the materials twice is increasing the comprehension, it's not always possible to our busy work. The central idea usually has two parts: the topic and the authors claim about the topic<sup>24</sup>. In another book Wormeli also said that methods such as these are motivating because they give the students an identifiable structure to follow the reading and interacting with the materials. PQIRST method provides security and specific directions<sup>25</sup>.

In addition based on the explanation above, the writer concludes that PQIRST method stands for Preview, Question, Read, Self-recitation and Test. Each of them has their own function in increasing comprehension. PQIRST method also helps the students to motivate their ability in reading.

**Preview.** First of all, preview the entire chapter - skim through it all so you know what you're going to be covering. One way to do this to read the chapter introduction, look at the headings, read the section introductions and

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<sup>24</sup> Rick Wormeli, *Summaryization in Any Subject* ( Virginia USA: Associatin for Supervision and Curriculum Development, 2005) p. 131

<sup>25</sup> Rick Wormeli, *Meet Me in the Middle* ( Portland: Stenhouse Publishers. 2001) p. 16

check out the figures. Then read the summary at the end of the chapter (it usually tells you what you have learnt in that chapter).

**Question.** As you read through each section, start by asking yourself "what am I supposed to learn in this section". This helps to get your brain in to sync with the topic being discussed.

**Read.** At last, you can actually read that section. Do it carefully, think about the meaning and relate this to other things you know about this and similar topics. Do some underlining or highlighting of key words. Don't overdo it! If you want to take notes, read the whole section first, and then summarize it later.

**Self-recitation.** Once you have finished reading, think back about what were the main ideas you learnt. Try and recite some of this information aloud (unless you are on the MRT or in the library). Check back against the text, and note the things you missed out. Ensure that you didn't miss them out because you haven't learnt them. Only then go on to the next section and Question again.

**Test.** So now you have finished the chapter (or a major section if the chapter contains large dissimilar sections). Test yourself and review all the material. If you made notes, read through these. Think about the relevance of what you learnt and how it all fits together. Reread any chapter summaries. Even though you have only just read the chapter, now is the **best** time to test yourself.

#### **D. The Indicators of PQIRST Method**



Wormeli said that the indicators of PQRS method are as follows<sup>26</sup>:

1. Preview, before reading the text, previewing must be done as the first activity
2. Question, before reading the text, questioning is the second activity that must be done.
3. The third step is reading the text to find the complete information.
4. After reading actively, the reader has to state the idea to ensure the understanding of the reader after reading the text.
5. And the last section is testing the comprehension itself.

#### **E. Descriptive Text**

Hughes stated that text forms are including description, exposition, argumentation, instruction and narration<sup>27</sup>. Descriptive texts is the text that uses details to tell how a subjects books, sounds, smell, tastes or feels. The essay should make reader feel like responding to what he or she is reading<sup>28</sup>. Alice Hosima and Ann Houge also stated that a good description is a word picture; the readers can imagine the object, place and person in their mind<sup>29</sup>. It is also supported by peter kinapp and Megan watkinss they said that formally, describing orders things into various way of knowing them. The ordering processing work in a several ways; first it generally names the things, then it

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<sup>26</sup> Rick Wormeli, *Summaryzation in Any Subject* ( Virginia USA: Associatin for Supervision and Curriculum Development, 2005) p. 131

<sup>27</sup> Arthur Hughes. *Testing for Language Teacher* .UK. Cambridge University Perss.2003.p

<sup>28</sup> Alice Savage and Patricia Mayer. *Effective Academic Writing 2*. New York: Oxford. 2005. P 33

<sup>29</sup> Alice Hosima and Ann Hogue. *Introduction to Academic Writing Third Edition*. USA: Longman Pearson. 2007. p 61

classifies it, and then it deals with attributes, behaviors, function and so on<sup>30</sup>. In addition, descriptive text is the text that describes something such as person, things, behaviours and function with details.

According to Alice and Patricia there are two parts of descriptive texts, they are<sup>31</sup>:

#### 1. Introduction.

In introduction there are topic, hook, background information, and thesis statement. There are some important points which we have to remember they are:

- a. The hook introduces the object or even of the description
- b. The middle sentences provide the background
- c. The thesis statement tells why object or event of description is important to the writer

#### 2. Body Paragraphs

It is in the middle of the text. It is include details. There are some important points which we have to remember:

- a. Most of description is in the body paragraphs
- b. Adjectives and adverbs make the experience more vivid
- c. The scene is often described with prepositions and prepositional phrases that specify location or position in space.
- d. Conclusionit explains final opinion which is given by the writer about the description.

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<sup>30</sup> Peter Kinapp and MegamWatkinss, *Genre, Text, Grammar.Australia*:University of New South Wales Ltd. 2005. P 100

<sup>31</sup> Alice Savage and Patricia Mayer.loc.cit. p 35

## E. Relevant Research

Prof. Dr. Carlos Blanco Vázquez, at his journal research entitled *the application of the PQRST method to the teaching in English of difficult or complex technological subject* concluded that

1. During the academic year 2003-2004 the course was taught using the traditional method of lecture classes and final exams. 60% of the students who took the final exam passed and the average grade was 3.8 on a scale of 1-10.
2. During the academic year 2004-2005 the PQRST method was used for the first time but in Spanish. As can be seen there was a marked improvement in both the number of students passing the final exams and the average grade earned, proof of the effectiveness of the PQRST method.
3. And finally during the current academic year 2005-2006 the course was taught entirely in English applying the PQRST method in English, naturally. As can be seen from the table the percentage of those students who took the final exam and passed is similar to the previous year; nevertheless, the average grade rose by four tenths of the points. The table is as follows<sup>32</sup>

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<sup>32</sup>Prof. Dr. Carlos Blanco Vázquez et al, *the application of the PQRST method to the teaching in English of difficult or complex technological subject*. Universidad Europea de Madrid pp. 10, retrieved at July 14<sup>th</sup> 2012

TRADITIONAL METHOD (Not PQRS)	PQRST METHOD TAUGHT IN SPANISH		PQRST METHOD TAUGHT IN ENGLISH
Academic Year	2003-2004	2004-2005	2005- 2006
Passing grades for students who took final exam	60%	80%	78%
Average grade	3.8	4.6	5.0

## F. Operational Concept

A concept is an element that avoids misinterpreting and understanding in a scientific research, as a concept, it is still abstract forms. As mentioned by Syafi'i that all related theoretical frameworks can be operated in the operational concept<sup>33</sup>. In a research plan, the concept has to be interpreted into particular words in order to be easy to measure. It means that operational concept is needed to avoid misinterpreting to the paper content.

In this research, the writer concludes several factors to be operated that describe the operational concept, as follows:

### X Variable

#### Preview

1. The teacher helps the students to determine what the whole reading assignment is about by skimming through the pages.
2. The teacher helps the students to get the BIG PICTURE
  - a. Look at the chapter headings and subheadings
  - b. Notice graphs, pictures, diagrams
  - c. Read the introduction and summary

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<sup>33</sup> M. Syafi'i. *From Paragraph to a Research Report: A Writing of English for Academic Purposes*. Pekanbaru: LBSI 2007.p. 122

d. Notice the organizational structure of the text

### **Question**

1. The teacher helps the students to determine exactly what they will be looking for while reading

a. Check for the author's questions at the end of the chapter

b. Turn headings and subheading into questions

c. Be specific -- look for details

### **Read**

1. The teacher asks the students to Read Actively -- use their mind

a. What is your reaction to the text?

b. How do ideas relate to each other?

2. Read Actively

a. Highlight, Mark, Take Notes

### **State**

1. After reading a section, the teacher asks the students to see how much they can recall and then state in their own mind

2. Avoid being vague by just thinking, "Oh...mmm...I know that."

3. Be specific -- explain it to students verbally

### **Test**

1. The teacher asks the students to check their knowledge after they have completed their reading assignment

2. Review the information not only for facts, but also by reflectively Thinking about it.

3. Test the student's memory -- avoid looking back at what they have

Highlighted or at the notes you have taken.<sup>34</sup>

Then according to Irwin, the indicators for students' reading comprehension (Variable Y) are as follows:<sup>35</sup>

1. Students are able to find factual information.
2. Students are able to identify main idea.
3. Students are able to locate the meaning of vocabulary in context.
4. Students are able to identify references.
5. Students are able to make inference from the reading texts

## **G. Assumption and Hypothesis**

### **1. Assumption**

Before formulating hypothesis as a temporary answer to the problem, the writer would like to present some assumptions as follows:

- a. PQRST method can help the students to comprehend the reading text.
- b. The students who are treated by using PQRST method achieve better reading comprehension then those who are not treated without using PQRST method.

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<sup>34</sup> Thomas S Staton. <http://www.uccs.umn.edu/oldsite/lasc/handouts/PQRST.html>.  
retrieved at march 28th 2011

<sup>40</sup> Judith Westpal Irwin. Op Cit, p.4

## **2. The Hypotheses**

Based on assumption above, the hypothesis of this study can be forwarded as follows:

### **a. The Null hypothesis ( $H_0$ )**

There is no significant difference in reading comprehension between students who are treated with PQRST method and those who are treated without PQRST method of the first year students' at Islamic Senior High School BabussalamPekanbaru.

### **b. The alternative hypothesis ( $H_a$ )**

There is a significant difference in reading comprehension between students who are treated with PQRST method and those who are treated without PQRST method of the First year students' at Islamic Senior High School BabussalamPekanbaru

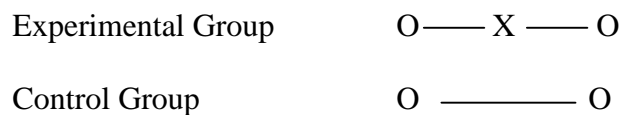
## CHAPTER III

### THE RESEARCH METHODOLOGY

#### 1. The Design of the Research

This research is an experimental research which uses observation, pre-test as well as post-test. It involved two classes, an experimental class and a control class. The experimental class was the class that was taught by using PQRS method and control class was the class that taught by using conventional method. This research was categorized as Quasi-Experimental design. It was focused on nonequivalent control group design because the writer had no chance to break up the class at the school. Both of groups took pretest and post test and only the experimental group took the treatment<sup>1</sup>. Cresswell stated that in experimental research we test an idea (practice or procedure) to determine whether it influences an outcome or dependent variable. It means that in experimental research, we make some tests after giving the treatment to find out how far the influence of our method to the students.

In working with such intact nonequivalent groups, the nonequivalent control group design is shown below:



O = Test

X = Treatment

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<sup>1</sup> Bruce W Tuckman ,*Educational Research Fifth Edition*, New York: Harcourt Brace College P Publisher. 1999 .p. 141



## **2. The Location and the Time of the Research**

The research was conducted at the First Year Students' of Islamic Senior High School BabussalamPekanbaru, started from April 9<sup>th</sup> until May 12<sup>th</sup> 2012.

## **3. The Subject and the Object of the Research**

The subject of this research is the first year students of Islamic Senior High School BabussalamPekanbaru and the object of this research is the effect of PQRST method toward the first year students' at Islamic Senior High School BabussalamPekanbaru.

## **4. The Population and Sample of the Research**

The population of this research is all students of the first year Islamic Senior High School BabussalamPekanbaru which consist of three classes they are X. 1 (36 students), X. 2 (36 students), X. 3 (34 students). Based on the data above, the population was 106 students.

Since the number of total population was quite large, the writer uses random cluster sampling to take the sample of this research. According to Gay and Airasian, cluster sampling randomly select groups, not individuals<sup>2</sup>. So the writer selected two groups of students to be taken as samples. Arikunto stated that in determining the cluster, it must be considered about the characteristics<sup>3</sup>. The homogenous characteristics are the consideration. It means that the samples are in the same level, these classes have the same teacher and the last has the same subject material. Because there are 3 classes the writer chooses the class

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<sup>2</sup> Gay, L.R, Peter Airasian. *Educational Research: Competencies for Analysis and Application*. New Jersey: Prentice-Hall, inc. 2000, p. 129

<sup>3</sup> Suharsimi Arikunto. *Prosedur Penelitian*. Jakarta: PT Rineka Cipta. 2006, p. 142

randomly. The writer chose X.1 as the control group and X.3 as experimental group. Specification of the sample can be seen on the table below:

**TABLE I**  
**The Sample of the Research at the First Year Students**  
**of Islamic Senior High School Babussalam Pekanbaru**

No	Class	Students	Sample
1	X.1	34	Control Class
2	X.3	33	Experimental Class
	Total	67	

## **5. The Technique of Data Collection**

In order to get some data that are needed to support this research, the writer applied the techniques as follows:

### **1. Observation**

This technique was carried out to observe directly the process and the result on the effect of PQRS method toward student's ability in comprehending descriptive texts. The observer observe the writer during the teaching and learning process by using observation list.

### **2. Test**

Testing is the way in which information about people language ability can be gathered<sup>4</sup>. The test was distributed to measure the student's reading comprehension in descriptive texts. The test was divided into two tests; a pre-test which was given before the treatment and a post-test was given after doing the treatment. The test was a multiple choices. Shohamy stated that multiple choices are the items require the students to select the correct answer out of the number of options the stimuli is the stem and the option are termed distracters<sup>5</sup>. Multiple choices can assess the student's ability in comprehension. Before the test is conducted the teacher gave the students reliability and validity test.

## 1. Validity

According to Suharsimi Arikunto the form of validity and reliability are:<sup>6</sup>

### The formula of validity

$$P = \frac{B}{JS}$$

Where :

P : Index of difficulty or Facility value

B : the number of correct answer

JS : the number of examinees or students taking the test

The difficulty level of items shows how essay of difficult of particular item in the test is. The items that do not reach the standard level of difficulty

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<sup>4</sup> Hughes Arthur. *Testing Language Teachers*. Cambridge University Press. United Kingdom. 2003. P. 5

<sup>5</sup> Dr. Elena Shohamy. *A practical Hand Book in Language Testing for the Second Language Teacher*. Israel: Tel Aviv University. 1985. Pp 38

<sup>6</sup> Arikunto Suharsimi. *Dasar-Dasar Evaluasi Pendidikan*. (Jakarta; Bumi Aksara, 2009), p. 70-88

exclude from the valid ones and they would be changed by the new items that are appropriated.

The standard level of difficulty used is  $< 0.30$  and  $> 0.70$ .<sup>7</sup> it means that the item test is accepted if the level of difficulty is between 0.30-0.70 and it is rejected if the level of difficulty is below 0.30 (difficult) and over 70 (easy). Then the proportion correct is represented by “p”, whereas the proportion incorrect is represented by “q”. See in appendix 5

The data of validity of the try out can be seen from the following table:

**Table III.I**  
**The Students Are Able to Identify Main Idea**

Variable	identifying main idea				N
Item no	4	10	14	17	34
Total of correct item	19	20	21	22	
P	0.55	0.58	0.61	0.64	
Q	0.44	0.41	0.38	0.35	

Based on the table III.I the item number for identifying main idea is number 4, 10, 14, 17. It shows that the proportion of correct answer number 4 is 0.55, the proportion of correct answer number 10 is 0.58, and the proportion of correct answer number 14 is 0.61 and the proportion correct answer number 17 is 0.64. The total correct answer of main idea test is 0.59. Then, based on the

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<sup>7</sup> Elena Shoinhamy, *Practice Handbook in Language Testing for Second Language Teacher*. Tel-Aviv University. 1985.p.70

standard difficulty “p” is  $> 30$  and  $< 70$ . So, the items of difficulties for identifying main idea are accepted.

**Table III.2**

**The Students Are Able to Find Out Factual Information**

Variable	finding factual information				N
Item no	1	6	11	20	34
Total of correct item	20	20	20	20	
p	0,58	0.58	0,58	0,58	
q	0..41	0.41	0.41	0.41	

Based on the table III.2, the item number of question for finding the factual information is numbers 1, 6, 11, 20. It shows the proportion of correct answer for finding the factual information of the test item is number 1 shows the proportion correct answer 0.58, item number 6 show the proportion correct answer 0.58, item number 11 show the proportion of correct answer 0.58 and number 20 show the correct answer 0.58. The total correct answer for finding factual information is 0.58. Then based on the standard difficulty “p” is  $> 30$  and  $< 70$ . So, the items of difficulties for finding the factual information are accepted.

**Table III.3**

**Students are able to locate vocabulary**

Variable	Locating Vocabulary				N
Item no	5	8	15	18	34
Total of correct item	18	18	17	21	
P	0.52	0.52	0.5	0.61	
Q	0.47	0.47	0.5	0.38	

Based on the table III.3, the item number of question for finding the factual information are numbers 5, 8, 15, 18. It shows the proportion of correct answer for finding the factual information of the test item is number 5 shows the proportion correct answer 0.52, item number 8 that show the proportion correct answer 0.52, item number 15 show the proportion of correct answer 0.5 and number 18 shows the correct answer 0.61. The total correct answer for locating vocabulary is 0.53. Then, based on the standard difficulty “p” is  $> 30$  and  $< 70$ . So, the items of difficulties for finding the factual information are accepted.

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**Table III.4**  
**Students Are Able to Identify Reference**

Variable	Identifying Reference				N
Item no	3	9	13	16	34
Total of correct item	21	20	233	20	
P	0.61	0.58	0.67	0.58	
Q	0.38	0.41	0.32	0.41	

Based on the table III.4, the item number of question for finding the factual information are numbers 3, 9, 13, 16. It shows the proportion of correct answer for finding the factual information of the test item is number 3 shows the proportion correct answer 0.61, item number 9 show the proportion correct answer 0.58, item number 13 show the proportion of correct answer 0.67 and number 16 shows the correct answer 0.58. The total correct answer for locating vocabulary is 0.61. Then based on the standard difficulty “p” is  $> 30$  and  $< 70$ . So, the items of difficulties for finding the factual information are accepted.

**Table III.5**  
**Students Are Able to Identify Inference**

Variable	Identifying Inference				N
Item no	2	7	12	19	34
Total of correct item	22	21	15	17	
P	0.64	0.61	0.44	0.5	
Q	0.35	0.38	0.55	0.5	

Based on the table III.5, the item number of question for finding the factual information is numbers 2, 7, 12, 19. It shows the proportion of correct answer for finding the factual information of the test item is number 2 shows the proportion correct answer 0.64, item number 7 show the proportion correct answer 0.61, item number 13 that show the proportion of correct answer 0.44 and number 17 shows the correct answer 0.5. The total correct answer for locating vocabulary is 0.54. Then, based on the standard difficulty “p” is  $> 30$  and  $< 70$ . So, the items of difficulties for finding the factual information are accepted.

## **2. Reliability**



Reliability is a necessary characteristic of a good test.<sup>8</sup> Shohamy says that reliability refers to the extent to which the test is consistent in its score and it gives us an indication of how accurate the test scores are.<sup>9</sup> It is clear that reliability is used to measure the quality of the test scores, and a test consistency. There are some factors affecting the reliability of the test, they are:

- a. The extend of sample of material selecting of testing
- b. The administration of the test, clearly this is an important factor deciding reliability

There are some formulas in finding the reliability of instrument; they are including Spearman-Brown formula, Flanagan formula, Rulon formula, Hyot formula, and K-R 20 formula.<sup>10</sup> Among them, the writer choose K-R 20 formula as follow

### **The formula of reliability**

$$r_{ii} = \left( \frac{K}{K-1} \right) \left( \frac{V_t - \sum V_t}{V_t} \right)$$

Where:

$r_{ii}$  = Reliability of instrument

K = Total of question

$V_t$  = Variance total (standard deviation<sup>2</sup>)

The data can be seen at appendix 5

Based on the data, the writer got;

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<sup>8</sup> Hartono, Metode Penelitian. Pekanbaru. 2010. p.80

<sup>9</sup> Elena Shohamy, *Practice Handbook in Language Testing for Second Language Teacher*. Tel-Aviv University. 1985. p.70

<sup>10</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta. 2006. p.180

$$K = 20$$

$$\sum X = 398$$

$$V_t \text{ or } pq = 4,64$$

$$N = 34$$

$$SD = \sqrt{\frac{\sum X^2}{N}} = \sqrt{\frac{398^2}{34}} = \sqrt{\frac{158.404}{34}} = \sqrt{4658,9} = 68,25$$

$$r_{ii} = \left( \frac{K}{K-1} \right) \left( \frac{V_t - \sum V_t}{V_t} \right)$$

$$r_{ii} = \left( \frac{20}{20-1} \right) \left( \frac{68,25^2 - 4,64}{68,25^2} \right)$$

$$r_{ii} = \left( \frac{20}{19} \right) \left( \frac{4658 - 4,64}{4658} \right)$$

$$r_{ii} = (1,05) \times (0,99) = 1,034$$

Knowing the reliability of the test,  $r_{ii}$  must be compared with  $r_t$  product moment.  $r_{ii}$  must be higher than  $r_t$ , on the other hand,  $r_{ii} > r_t$ . While on the statistical counting above, the score reliability of the test is 1.034. Then  $r_t$  at 5 % grade of significant is 0.361. While in the significant 1% is 0.463. So, it can be analyzed that  $r_{ii}$  higher than  $r_t$ . On the other word, the instrument is reliable.

## 6. Data Analysis Technique

The test of this research is using t-test formula. The writer uses the formula from Sudijono<sup>11</sup>:

$$t_o = \frac{Mx - My}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

$t_o$  = The value of t – obtained

$M_x$  = Mean score of experimental sample

$M_y$  = Mean score of control sample

$SD_x$  = Standard deviation of experimental group

$SD_y$  = Standard deviation of control group

The function of t-table is to find out whether there is a significant difference between the mean score of both experiment and control group.

The t - obtained value is consulted with the value of t – table at the degree of freedom (df) = (N1+N2) – 2 statically hypothesis:

$H_a$  :  $t_o > t - \text{table}$

$H_o$  :  $t_o < t - \text{table}$

$H_a$  is accepted if  $t_o > t - \text{table}$  or there is a different of using PQRS method toward students' reading comprehension ability in descriptive texts.

$H_o$  is accepted if  $t_o < t - \text{table}$  or there is no different of using PQRS method toward students' reading comprehension on descriptive texts.

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<sup>11</sup>Anas Sudijono. *Penagntar Statistic Pendidikan*. Jakarta: PT Raja Grafindo Persada. 2010. p



## **CHAPTER IV**

### **DATA PRESENTATION AND DATA ANALYSIS**

#### **A. Description of Research Procedure**

The purpose of the research was to obtain the students' reading comprehension taught by using PQRST method and not taught using PQRST method and to find out the significant difference between the students' reading comprehension that was taught by using PQRST method and that was not. The data were obtained from students' post test score of experimental and control class.

Before taking the data from the sample, the writer tried the test to one of the first classes in order to prove whether the test was reliable or not. The result found in the try out was 1.034. It means the test is reliable. Then the writer gave the pretest and posttest to X1 and X3. The writer asked the students to answer the question based on the text given; the text was descriptive text. Based on the result of pretest, it was found that X3 as experimental classes and X1 as control classes. Then the writer gave treatment to experimental class for eight meetings.

After giving treatment to the experimental class, the writer used the same format of question but in different texts of descriptive to test students' reading comprehension for post test of experimental class. While the control class was taught without using treatment, the writer used the same format of questions and different text of descriptive text of their post test, too. The result of reading test was evaluated by concerning five components, such as:

1. Students are able to find main idea of the descriptive text
2. Students are able to find inference of the descriptive text

3. Students are able to locate the vocabulary of the descriptive text
4. Students are able to make inference from the descriptive text
5. Students are able to find out the factual information in the descriptive text.

The total of post test in both classes was significantly different. The total score for experimental class was 2310, while the highest score was 85 and the lowest score was 35. The total score of control group was 1965 while the highest was 80 and the lowest was 45. To support the data, the writer used class observation. It just had been used in the experimental class. Based on the data analysis, the result of observation for answer “yes” was 91.1% and for the answer “no” was 8.9%

#### **B. The Data Presentation**

The data of this research were gotten from the score of students’ pre test and post test. All of data were collected through the following procedures:

1. In both classes (experimental and control group), students were asked to answer the question based on the descriptive text given.
2. The format of the test was multiple choices.
3. The writer along with the observer gave score of students’ reading comprehension that was collected from their score of pre test and post test.

#### **a) Data Presentation of Using PQRS Method (variable X)**

In this research the writer used the observation to support the writer's research in collecting the data. When the observation was done by the teacher, the writer taught the students directly. The English teacher always observed the writer in the classroom. The English teacher observed the writer for eight meetings in experimental class. To obtain how to use PQRS method in increasing students' reading comprehension, the writer took data from classroom observation. It is described in the tables that present frequency distribution of each observation. To make data clearer, it can be seen from the table below:

**Table IV.1**

**Observation Percentage Recapitulation of Using PQRST Method in the  
Classroom**

No.	Item Observed	Meeting								Yes		No	
		1	2	3	4	5	6	7	8	F	%	F	%
1	The teacher explains about the purpose of using PQRST method to the students				-		-			6	75%		25%
2	The teacher introduces the process of PQRST Method by giving the example							-		7	87.5%		12.5%
3	The teacher previews the lesson and helps the students to determine what the whole reading assignment is about by skimming through the pages..							-		7	87.5%		12.5%
4	The teacher gives the chance to the students to ask the question first about the reading text, and after that teacher help students to determine what they will be looking for while reading						-			7	87.5%		12.5%
5	The teacher asks the students to ask read actively									7	100%		0%
6	After reading the section, the teacher asks the students to see how much they can recall and then state in their own mind.									8	100%		0%
7	The last is the teacher asks the students to check their knowledge after they have completed their reading assignment, to review the information and test the student's memory.									8	100%		0%
<b>Total</b>										<b>51</b>	<b>91.1%</b>	<b>5</b>	<b>8.9%</b>

Based on the data, the category of observation can be seen as below:<sup>1</sup>

a. 80-100 = Very good

<sup>1</sup>SuharsimiArikunto, DasarDasarevaluasiPendidikan. Jakarta: BumiAksara: 2009.p.245



- b. 66-79% = Good
- c. 56-65% = Enough
- d. 40-55% = Less
- e. 30-39% = Fail

Based on the table observation above, the writer implemented 7 steps of PQRST Method in 8 meetings. The writer did the first step in the 6 meetings of 8. It was categorized into 75%. In the second, third, and fifth items, the writer did 7 times. It was categorized into 87,5%. In the fourth, sixth and seventh steps, the writer did 8 times. It was categorized into 100%. Based on the recapitulation of the data above, it can be seen that the implementation of PQRST Method got 91.1%. It means that it is categorized into “Very Good”.

The table indicators show some frequently aspects of implemented by the writer as a teacher in the classroom. It can be seen as follows:

- 1) The teacher explains about the purpose of using PQRST method to the students
- 2) The teacher introduces the process of PQRST Method by giving the example
- 3) The teacher previews the lesson and helps the students to determine what the whole reading assignment is about by skimming through the pages.
- 4) The teacher gives the chance to the students to ask the question first about the reading text, and after that teacher helps students to determine what they will be looking for while reading
- 5) The teacher asks the students to ask actively

- 6) After reading the section, the teacher ask the students to see how much they can recall and then state in their own mind
- 7) The last is the teacher asks the students to check their knowledge after they have completed their reading assignment, to review the information and test the student's memory.

The table of indicators shows some frequently aspects that are not implemented by the teacher in the classroom. It can be seen as follows:

- 1) The teacher explains about the purpose of using PQRST method to the students
- 2) The teacher introduces the process of PQRST Method by giving the example
- 3) The teacher previews the lesson and helps the students to determine what the whole reading assignment is about by skimming through the pages.
- 4) The teacher gives the chance to the students to ask the question first about the reading text, and after that teacher help students to determine what they will be looking for while reading

#### **b) The Data Presentation Reading Comprehension (variable Y)**

##### **1. Students Reading Comprehension Taught by Using PQRST Method**

There were 20 items of reading comprehension test given to the respondent in this research. From pre test of experimental class, the lowest score

was 40 and the highest score was 80. These data were obtained from the research by using software SPSS 16. The data description of pretest of reading comprehension in the experimental class is as follows:

**Table IV.2**  
**The Frequency Distribution of Reading Comprehension Test in**  
**Experimental Class**

Preexp					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	6.1	6.1	6.1
	45	1	3.0	3.0	9.1
	50	7	21.2	21.2	30.3
	55	3	9.1	9.1	39.4
	60	10	30.3	30.3	69.7
	65	3	9.1	9.1	78.8
	70	3	9.1	9.1	87.9
	75	3	9.1	9.1	97.0
	80	1	3.0	3.0	100.0
Total		33	100.0	100.0	

Based on the table IV.2, it can be seen that there are 33 respondents. In interval 40, the frequency is 2 students (6.1%), the frequency of interval 45 is 1 student (3%), the frequency of interval 50 is 7 students (21.2%), the frequency of interval 55 is 3 students (9.1%), the frequency of interval 60 is 10 students (30.3%), the frequency of interval 65 is 3 students (9.1%), the frequency of interval 70 is 3 students (9.1%), the frequency of interval 75 is 3 students (9.1%) and the frequency of interval 80 is 1 student (3.0%)

To determine more the pre-test of experimental class result given to the 33 respondents at First Year of Islamic senior High Babussalam Boarding School Pekanbaru, the writer explains it in the following histogram:

**Histogram IV.1**



There were 20 items of reading comprehension test given to the respondents in this research. From this test, the lowest score was 35 and the highest score was 85. These data were obtained from the research by using software SPSS 16. The data description of reading comprehension test in the experimental class is as follows:

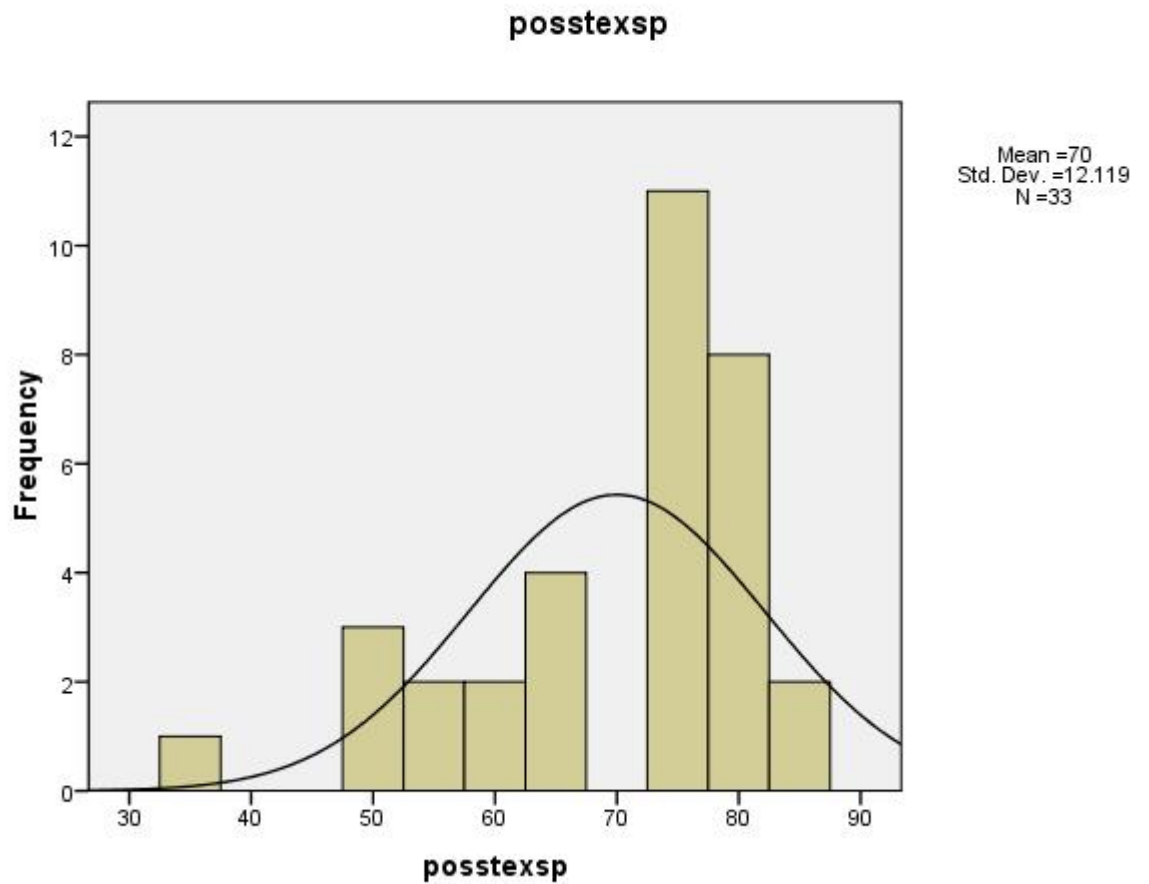
**Table IV.3**

**The Frequency Distribution of Reading Comprehension Test in  
Experimental Class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	1	3.0	3.0	3.0
	50	3	9.1	9.1	12.1
	55	2	6.1	6.1	18.2
	60	2	6.1	6.1	24.2
	65	4	12.1	12.1	36.4
	75	11	33.3	33.3	69.7
	80	8	24.2	24.2	93.9
	85	2	6.1	6.1	100.0
	Total	33	100.0	100.0	

Based on the table IV.3, it can be seen that there are 33 respondents. In interval 35, the frequency is 1 student (3.0%), the frequency of interval 50 is 3 students (9.1%), the frequency of interval 55 is 2 students (6.1%), the frequency of interval 60 is 2 students (6.1%), the frequency of interval 65 is 4 students (12.1%), the frequency of interval 75 is 11 students (33.3%), the frequency of interval 80 is 8 students (24.2%), and the frequency of interval 85 is 2 students (6.1%).

To obtain more about the use of PQRST Method (experimental class) result to the 33 students at the first year of Islamic Senior High Babussalam Boarding School Pekanbaru, the writer explains it in the following histogram:



Besides the mean and the standard deviation is also needed in analyzing data which were gotten from the scores of pre test and post test in the experimental class. In determining the mean and standard deviation, the writer used the software SPSS 16 to calculate it. The mean and the standard deviation of pre-test and post-test in experimental class can be seen in the following table:

**Table IV.4**

**The mean and standard deviation of pre-test and post-test in Experimental Class**

	<b>Mean</b>	<b>Std. Deviation</b>
<b>Pre-Test</b>	59.09	10.035
<b>Post-Test</b>	70	12.119

From the table above, the mean of the pre-test in experimental class is 59.09 and the mean of post-test in experimental class is 70. The standard deviation in pre-test of experimental class is 10.035 and the standard deviation in of post-test in experimental class is 12.119.

## 2. **Students' Reading Comprehension Taught by Using Conventional Method**

There were 20 items of reading comprehension test given to the respondents in this research. From this test, the lowest score was 35 and the highest score was 80. These data were obtained from the research by using software SPSS 16. The data description of reading comprehension test in control class is as follows:

**Table IV.5**  
**The Frequency Distribution of reading Comprehension Test in Control Class**

		<b>Precont</b>			<b>Cumulative Percent</b>
		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	
Valid	35	1	3.0	3.1	3.1
	40	1	3.0	3.1	6.2

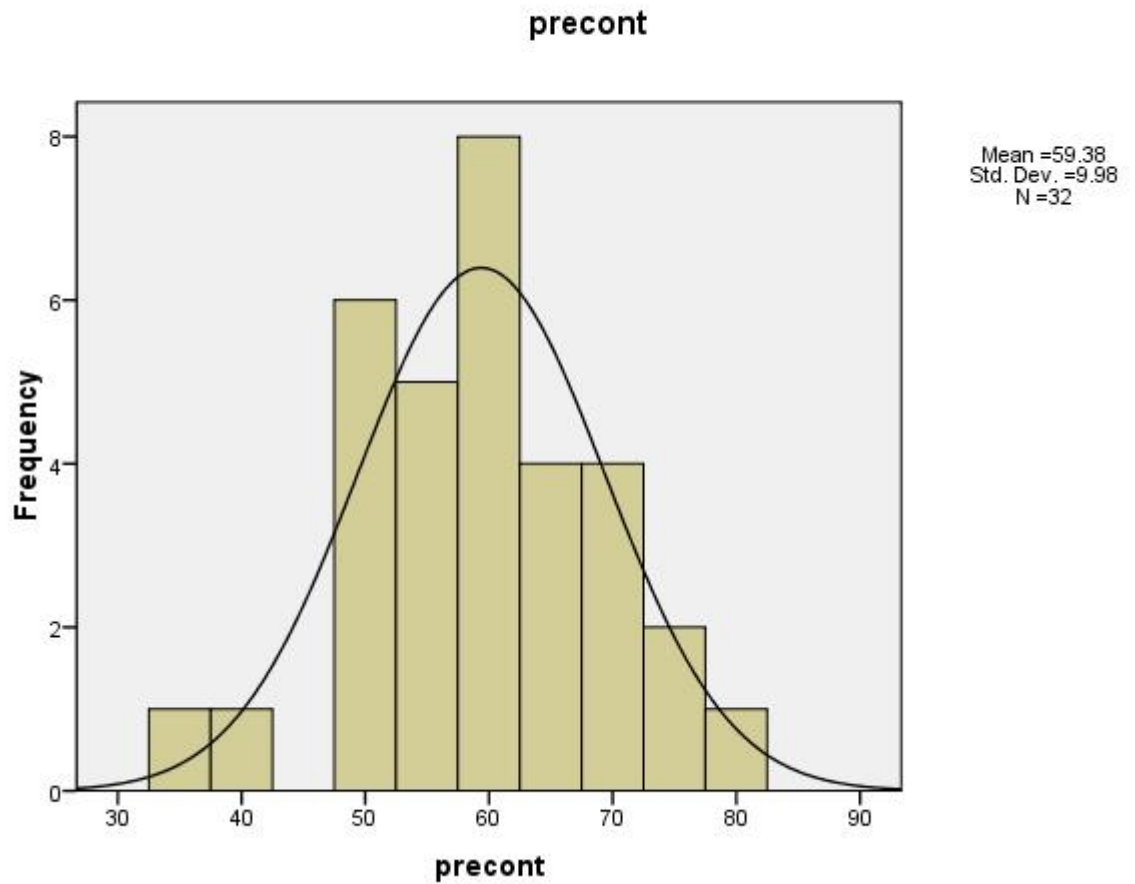
50	6	18.2	18.8	25.0
55	5	15.2	15.6	40.6
60	8	24.2	25.0	65.6
65	4	12.1	12.5	78.1
70	4	12.1	12.5	90.6
75	2	6.1	6.2	96.9
80	1	3.0	3.1	100.0
Total	32	97.0	100.0	

Based on the table IV.5, it can be seen that there are 32 respondents. In interval 35, the frequency is 1 student (3.0%), the frequency of interval 40 is 1 student (3.0%), the frequency of interval 50 is 6 students (18.2%), the frequency of interval 55 is 5 students (15.2%), the frequency of interval 65 is 4 students (12.1%), the frequency of interval 70 is 4 students (12.1%), the frequency of interval 75 is 2 students (6.1%), and the frequency of interval 80 is 1 student (3.0%).

To find out more the pre-test (control class) result given to the 32 respondents at the first year of Islamic Senior High School Babussalam Boarding School Pekanbaru, the writer explains in the following histogram:

### **Histogram IV.3**





There were 20 items of reading comprehension test given to the respondents in this research. From this test the lowest score was 45 and the highest score was 80. These data were obtained from the research by using software SPSS 16. The data description of reading comprehension test in control class is as follows:

**Table IV. 6**

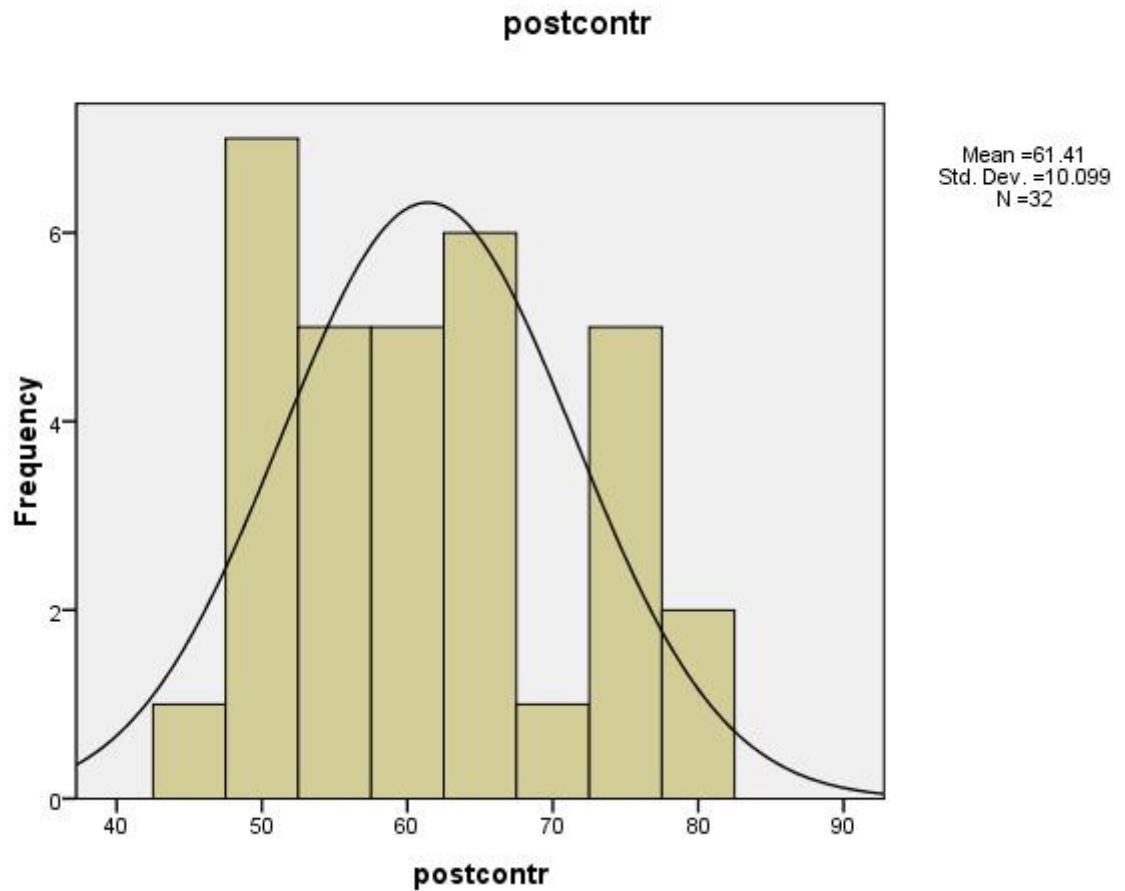
**The frequency Distribution of Reading Comprehension test in Control Class**

**Postcontr**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	3.0	3.1	3.1
	50	7	21.2	21.9	25.0
	55	5	15.2	15.6	40.6
	60	5	15.2	15.6	56.2
	65	6	18.2	18.8	75.0
	70	1	3.0	3.1	78.1
	75	5	15.2	15.6	93.8
	80	2	6.1	6.2	100.0
	Total	32	97.0	100.0	

Based on the table IV.6, it can be seen that there are 32 respondents. In interval 45, the frequency is 1 student (3.0%), the frequency of interval 50 is 7 student (21.2%), the frequency of interval 55 is 5 students (15.2%), the frequency of interval 60 is 5 students (15.2%), the frequency of interval 65 is 6 students (18.2%), the frequency of interval 70 is 1 student (3.0%), the frequency of interval 75 is 5 students (15.2%), and the frequency of interval 80 is 2 students (6.1%).

To determine more the post-test (control class) result given to the 32 respondents at the first year of Islamic Senior High School Babussalam Boarding School Pekanbaru, the writer explains in the following histogram:



Besides, the mean and standard deviation are also needed to analyze data which were gotten from the scores of pre-test and post-test in control class. In determining the mean and standard deviation, the writer used the software SPSS 16 to calculate it. The mean and the standard deviation of post test in experimental class can be seen in the following table:

**Table IV.7**

**The mean and standard deviation of pre-test and post-test in the Control Class**

	<b>Mean</b>	<b>Std. Deviation</b>
<b>Pre-test</b>	59.38	9.98
<b>Post-test</b>	61.41	10.099

From the table above, the mean of the pre-test in control class is 59.38 and the mean of post test in control class is 61.41. The standard deviation of the pre-test in control class is 9.98 and the standard deviation of the post test in control class is 10.099.

### **3. The Homogeneity of the test**

The homogeneity of the test was obtained from the result of standard deviation of pre-test in experimental and control class. The data of mean and deviation for both classes was obtained by using SPSS 16 Software. The Mean and Standard deviation of both classes can be seen as follow:

**Table IV.8**

#### **The Standard Deviation of Pre-test in Experimental Class and Control Class**

	<b>Standard Deviation</b>
<b>Pre-test of experiment</b>	10.035
<b>Pre-test of Control</b>	9.98

$$F_o = \frac{S_b^2}{S_u^2}$$

$$F_o = \frac{10.035^2}{9.98^2} = \frac{100.701}{99.6004} = 1.011$$

Based on the statistical above, it can be seen that  $F$  obtained is 0,81. Then, determining homogeneity of the test,  $F_o < F_t$ .  $F$  table is compared by getting the degree of freedom (df). Getting “df”, the writer used the following formula:

$$F = (N1-1), (N2-1)$$

$$F = (33-1), (32-1) = (32), (31)$$

It means that  $N1 = 32$  and  $N = 31$ . Therefore, to look the  $F$  table, the writer looks the value of  $N1$  and  $N2$  at  $F$  table.  $N1$  value is in the vertical column and  $N2$  value is in horizontal column. The value of  $N1=32$  and  $N2=31$  is 1,74 at the level of significance 0,05 and the value of  $N1=36$  and  $N2=34$  is 2,21 at the level of significance 0,01. Therefore,  $1,74 > 1,01 < 2,21$ . In other word,  $F$  obtained  $< F$  table and the test result is homogeny for both classes.

### **C. Data Analysis**

#### **1. The Data Analysis of Using PQRST Method (Variable X)**

The data analysis of Using PQRST Method was based on the percentage of the observation list. The writer had fully implemented the PQRST Method to the first year of students 'at Islamic Senior High School Babussalam Boarding School Pekanbaru. It can be seen from the total percentage of using PQRST Method (91.1%).

#### **2. The Data Analysis of Reading Comprehension (Variable Y)**

To find out the students' reading comprehension that was taught by using PQRST Method and the students who were not taught by using PQRST Method, the writer took the data from the result of post-test from both classes. The data

were obtained by using SPSS 16. The data of mean, median and standard deviation from the post-test of the experimental class and control class can be seen from the following table:

**Table IV.9**  
**Mean, Median, and Standard Deviation of Post-test in Experimental and Control Class**

	Mean	Median	Standard Deviation
Post-test of Experimental Class	70	75	12,119
Post-test of Control Class	61,41	60	10,099

Then, the mean of post test from experimental and control classes is classified in order to determine the category of the students' reading comprehension. The classification table can be seen as follow:

**Table IV. 10**  
**The Classification of Students' Score<sup>2</sup>**

Score	Category
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

Based on the table above, the mean of post-test of experimental class is 70.

It means the students' reading comprehension that is taught by using PQRST Method is categorized into Good level. While for the mean of post test of control class is 61,41 . It means that the students' reading comprehension that is not taught by using PQRST Method is enough level.

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<sup>2</sup>SuharsimiArikunto., *Loc., Cit.*,p. 245

**3. The Data Analysis of the Difference of the Students' Reading Comprehension between the Students that is Taught Without Using PQRST Method and That is Taught With Using PQRST Method**

In this part, the writer shows the pre-test, post-test and the gain of experimental class and also the control class. The data were taken from 33 respondents of experimental class and 32 respondents of control class. The data can be seen from the following table:

**Table IV.11**  
**Students' Reading Comprehension Score**

No	Respondents	Experimental Class		control class	
		Pre-test	post-test	Pre-test	Post-test
1	students 1	75	85	75	75
2	students 2	50	75	75	65
3	students 3	75	80	80	75
4	students 4	80	85	40	50
5	students 5	75	80	55	50
6	students 6	70	80	55	60
7	students 7	70	80	65	70
8	students 8	70	80	65	60
9	students 9	60	75	65	75
10	students 10	55	65	65	60
11	students 11	50	55	55	60
12	students 12	60	75	55	55
13	students 13	60	75	55	55
14	students 14	50	60	35	45
15	students 15	50	65	50	50
16	students 16	65	80	50	50
17	students 17	60	75	50	50
18	students 18	60	75	50	55
19	students 19	45	60	70	80
20	students 20	50	50	70	75
21	students 21	60	75	70	60
22	students 22	P55	65	70	80
23	students 23	65	80	60	50
24	students 24	50	50	60	65
25	students 25	60	75	60	55
26	students 26	60	75	60	65
27	students 27	50	65	60	65
28	students 28	60	75	60	65
29	students 29	55	55	60	75
30	students 30	40	50	60	65
31	students 31	40	35	50	55
32	students 32	60	75	50	50
33	students 33	65	80		
total		=1950	=2310	=1900	=1965



From the table above, the calculation of total score of experimental class in pre-test is 1950 and the total score of experimental class in post-test is 2310. While the calculation of total score of control class in pre-test is 1900 and the total score of control class in post-test is 1965.

To find out the data analysis of the difference of the students' reading comprehension in descriptive text between the students that is not taught and that is taught by using PQRS Method, the writer then used t-test by using SPSS 16. The data of t-test can be seen from the table as follows:

**Table IV.12**

**The Result of t-test**

Group Statistics

postexp		N	Mean	Std. Deviation	Std. Error Mean
Postcont	1	33	70.00	12.119	2.110
	2	32	61.41	10.099	1.785

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Postcont	Equal variances assumed	1.072	.304	3.101	63	.003	8.594	2.771	3.055	14.132
	Equal variances not assumed			3.110	61.621	.003	8.594	2.764	3.069	14.119

After getting the output from SPSS 16, the writer interprets the output as follows:

1. The output of group statistics shows that the mean of the post-test of the experimental class is 70 and the mean of post-test of the control

class is 61,41, and N (number of the case) is 33 for experimental class and 32 of control class. The standard deviation for experimental class is 12,119 and the standard deviation for control class is 10,099. Standard error mean of experimental class is 2,110 and standard error mean of the control class is 1,785.

2. The output of independent sample test shows that the t-test result is 3.101, its df is 63, significant is .003, mean difference is 8.594, standard error is 2.771, the lower difference interval is 3.055 and the upper difference interval is 14.132.

There are two ways that can be done in interpreting  $t_o$ . They are as follows:

1. By comparing  $t_o$  (t-obtained) to t table. From  $df=63$ , it is found that the level of significance of 5% is 2,00 and the level of significance of 1% is 2,65. It can be seen that  $2.00 < 3.101 < 2.65$ . It means that null hypothesis ( $H_o$ ) is rejected, while the alternative hypothesis ( $H_a$ ) is accepted.
2. By orienting the number of significance. If probability is  $>0,05$ , null hypothesis ( $H_o$ ) is accepted. If probability is  $<0,05$ , alternative hypothesis ( $H_a$ ) is accepted.

Based on the score of t-obtained gathered from SPSS 16, it shows that  $t_o$  is higher than t-table. The finding of  $t_o$  is 3.101 while the level of significant of 5 % is 2,00 and the level of significant of 1% is 2,65. It can be read that  $2,00 < 3.101 > 2,65$ . Thus, the writer can conclude that  $H_a$  is accepted and  $H_o$  is rejected. In other words, there is significant difference of using PQRST Method toward the Reading Comprehension of the First Year Students at Islamis Senior High Babussalam Boarding School Pekanbaru.

## CHAPTER V

### CONCLUSION AND SUGGETION

#### 1. Research Conclusion

Based on the data analysis which was explained at chapter IV, finally the writer took a conclusion of the research about the effect of using PQRST Method toward the reading comprehension of the first year students at Islamic Senior High School Babussalam Boarding School Pekanbaru as follows:

1. The students' reading comprehension in descriptive text which is taught by using PQRST Method is higher than the students' reading comprehension in descriptive text which is taught by using conventional method. It is proved from mean score and the total number of student who pass the graduated minimum score..
2. The students' reading comprehension in descriptive text which is taught by using conventional technique is lower than the students' reading comprehension in descriptive text which is taught by using PQRST Method. It is proved from mean score and the total number of student who pass the graduated minimum score.
3. The hypothesis  $H_o$  is rejected and  $H_a$  is accepted. It means that there is a significant difference of students' reading comprehension in descriptive text which is taught by using PQRST Method and which is taught by using conventional method. It can be seen from the result of data calculation. The  $t_{\text{observed}}$  is 3.101. The writer found that  $2,00 < 3.101 > 2,65$ . It indicates that  $t_{\text{observed}}$  is higher than that of  $t_{\text{table}}$  in significant 5% and 1%.

## **B. Suggestion**

Dealing with the conclusion of this research, the writer would like to give some suggestions.

The teacher can use PQRSST Methods as one of the method in teaching English reading comprehension because it gives significant difference of students' reading comprehension in descriptive text. Therefore, teacher should know how to teach reading by using PQRSST method. Besides, teacher should also use many ways to encourage students in reading comprehension such as:

1. Teacher makes reading the habitual activities at school.
2. Teacher should use interesting media in teaching by using various kinds of method.
3. Teacher should be creative and enjoyable in the teaching and learning process.

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